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ABSTRACT

The historical development of private universities in Japan is traced, with special attention to the Imperial Ordinance of University of 1918, and postwar developments. The present state of private universities is examined, considering especially their role in national education, finances and financial support, and public support of the institutions. Appendixes provide information on the subsidies for private universities, the school system of Japan, and the history and membership of the Private Universities Union of Japan. (MSE)

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Private Universities in Japan

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Akira Ninomiya

1975

The Private Universities Union of Japan

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Chapter One: Developments of Private Universities in Japan

1. HISTORICAL DEVELOPMENTS OF PRIVATE UNIVERSITIES

Before 1918, when Imperial Ordinance on University was enacted, "universities" were only imperial universities such as Tokyo, Tohoku and Kyushu Imperial Universities, and private institutions of higher education were not considered as "university" at that time. They were classified as "professional schools" the legal base of which was established through enactment of "Imperial Ordinance on Professional Schools" in 1903. This ordinance was the first law which admitted the establishment of private schools as professional schools. Before this Ordinance, there was no legal system of private schools, and they received no control, no supports.

The national systems of education in Japan were established through promulgation of "Gakusei" (Fundamental Code of Education) in 1872. In this period, there were many types of private schools most of which were founded at the end of Edo Period. They had developed spontaneously without any directions from Meiji government unitl 1903.

FOUR TYPES OF PRIVATE SCHOOLS

(1) "Private Schools of Foreign Languages"

This type of private schools had existed before "Gakusei", and taught modern foreign languages in private sectors. Around the end of Edo period, each feudal local government (Han) put emphasis on learning of foreign modern sciences and foreign languages. In correspondence with this movement, private philanthropists began to open "schools" and to teach the ordinal people foreign languages. In 1874, there existed 74 private schools of this type, and 17 national and public shcools. In the next year, private schools of this type were 86. Most of them were extremely small-size schools where about 30 students were taught by one or two teachers. Many shcools taught only foreign languages.

(2) "Regligion-Related Private Schools"

The second type of private schools were religion-related schools; one is Christianism private schools, another Buddhism, and another Shintoism. Christianism private schools among these religion-related schools had the most influencial powers through contributing to the national development by introducing western thoughts and sciences. As Christianism schools, Doshisha English School was first established in 1875. And in 1882, Tokyo English Japanese School (at present Aoyama Gakuin University) was founded.

Each denomination of Buddhism had also established schools in order to train and recruit the successers of religion. In 1871, Shinshu Kangakuin was founded, and in 1873, Tendaishu Daigakurin, the proto-type of Tendaishu University, was founded. Around the end of nineteenth century, Daikyorin (the present Ryukoku University), Shinshu Daigaku Ryo (the present Otani University) and others were established.

(3) "Medical Schools"

The third type of private schools was private medical schools which were mostly founded in 1880's. Most of medical schools were at that time, established by national and local governments. There were few private medical schools. But, Keio Gijuku Medical Institute, Seisei Gakusha (school), and Meiji Medical Institute were very famous and were contributing the developments of medicine and medical-doctor-training in Japan.

Table 1: Number of Institutions by Type of School and by Establishing Body

		University	Professional School						Foreign Language School				
			Total	By the Specialized Field					Total	By the Language Taught			
				Law	Medicine	Agriculture	Commerce	Math.		English	Chinese	German	Others
Public	National	1	1	–	1	–	–	–	2	1	–	–	1*
	Local	–	18	–	11	–	6	–	5	4	–	1	–
Private		–	35	3	7	1	–	21	21	20	1	–	–
Total		1	54	3	19	1	6	21	28	25	1	1	1

* This is the national Tokyo Foreign Language School which taught French, German, Russian and Chinese.

(4) "Schools of Law, and Politics"

The fourth type of private schools were the schools of law and politics. The first private law school was Horitsu Gakusha (Law School) founded in 1874. And in 1875 and 1876, other private law schools were founded. But these schools did not continue to exist because of few students.

But, after 1880, this type of schools became large and influencial, in accordance with the raising thoughts-Movements of "free human-rights protection". Many today's leading private universities had their roots of foundations in this period of 1880's.

In 1880, Tokyo Law School (the present Hosei Univ.) was established, in 1880, Senshu School (the present Senshu Univ.) was founded, in 1883, Tokyo professional School (the present Waseda Univ.), and in 1885, English Law School (the present Chuo Univ.).

At the beginning of Meiji Era, there were founded many private schools. Most of them were professional schools only in term that they taught one professional subject, and they were not institutions of higher education in restricted senses.

However, they played great roles in developing culture, of the nation, and met the demands of the age. They provided the basic foundation for further developments of private universities in Japan.

2. IMPERIAL ORDINANCE ON UNIVERSITY IN 1918 AND PRIVATE UNIVERSITIES

It was only through the promulgation of the "Imperial Ordinance on University" in 1918 that the private university system was legally established. In 1917, the Ad-hoc Council on Education was organized within the Cabinet and in 1918, it submitted the report concerning the modernization of education. As for higher educational system, it suggested the followings: (1) a university should have faculties of Literature, Science, Law, Medicine, Engineering, Agriculture and Commercial Science; (2) a university should on principle be composed of several faculties but single-faculty colleges might be permitted; (3) a university should aim at the dissemination of knowledge and the attainment of truth; (4) three years or more are required for graduation from all faculties except that of Medicine for which a minimum of four years if necessary; (5) a university must be established by the government or a non-profit private juridical body. As an exception, however, establishment by public organization might be recognized.

Based upon these suggestions of the Council, the university system in Japan was fundamentally reformed through the treatment of University Ordinance. The most significant reform was, among others, that it is not only national government but also private juridical body that can establish a university. Before the Ordinance, only Imperial Universities were established by the government, and private schools of higher education level could not be headed as "university." By the Ordinance, private institutions were admitted to be called as universities, and then many private universities began to be established. Some former professional schools were transfered to universities. Through these developments, the access to higher education were more opened toward ordinary people as general.

According to the Ordinance, the aims of universities were regulated as follows: "To teach and study the theories and applies of sciences which are necessary for the Nation (State), and to pay the attentions to developing personality and fostering nationalistic thoughts." Through these regulations, private universities were also enforced to contribute to fostering the people in accordance with the thoughts of imperialistic nationalism.

It was natural that the Minister of Education had reserved the strong powers over private universities which were considered to be important for fostering nationalistic

thoughts among peoples. The Minister of Education had the authority to admit and control the establishment of a private university and to inspect and order to a private university in any necessary case. In even the case of employing professors at private universities, they were required to receive the accreditation of the Minister of Education. These basic frameworks of administration of private university system in Japan had continued until the end of the War.

As for financing, private universities were required to have capital yielding income to be used for operating expenses, in addition to funds for buildings and equipments. The capital had to be in the form of cash, government bonds, or other valuable securities approved by the Minister of Education. The Ordinance introduced the idea of the fund-deposit system of private universities. At that time, a single-faculty college was required to deposit five hundreds thousands yen, and one hundred thousand yen was required to be deposited for one additional faculty.

3. THE POST-WAR DEVELOPMENT OF PRIVATE UNIVERSITIES

Since the old school system was organized to fit the national and social structure of prewar Japan, it was inevitable that, after the war, it be thoroughly reexamined so that it could be adapted to the new movements of national and social democratization. This reexamination was initiated by the arrival of the U.S. Education Mission and the suggestions it offered. The report of March 31, 1946, stated concerning higher education that it should be made available to many, and not be a priviledge of the few, concluding with the recommendation that more universities should be establihsed.

Along with the reforms of education after the war based on the recommendation of the Mission, New-system Universities started. The School Education Law came into effect in April 1947, and the step-by-step reforms of school systems were implemented; Compulsory primary schools and lower secondary schools were the first to start in April, 1947, followed by upper secondary schools in April 1948, and universities in 1949. There were 92 private universities among 180 all universities which opened in 1949 as new-system university according to the plan. Since 1949, more and more private universities have been opened and have played great roles for providing the opportunity of university education to many people, which will refered to in latter part of this paper.

(1) Private School Law

In December 1946, the Education Reform Committee passed a resolution on the rebuilding of the private schools system stating that it was "desirable to distinguish private schools from ordinary corporations, so as to assure their healthy financial growth on a firm financial basis, their democratic spirit and public character." In 1947, the Committee resolved the following reforms: to abolish preferential treatment of national and public schools, to stabilize the finances of private schools and improve their plants and facilities, to better the treatment of the educational staff in order to raise its quality, and to discontinue standardized, formal supervision, so that private schools might develop their own traditions. Thus, the Committee proposed in 1948 to act a law on private schools. In response to this proposal, the Private School Law was passed in 1949.

The Law completely changed the prewar system of private education in the following way. Respect for the autonomy of private schools was expressed in the form of restrictions on the powers of governmental authorities; promotion of their public character was achieved through provisions for the democratization of the management of the founding corporation and for the nonreturn of residual capital to the original contributions in case the corporation should cease to exist. One of the epoch-making characteristics of the Private School Law is that it discontinued the fund-deposit system and permitted universities to carry on profit-making enterprises. The income from deposit money,

which financed the operating costs of private schools in prewar days, became almost negligible after the war on account of the inflation. The Law abolished the fund-deposit system and permitted school corporations to engage in profit-making enterprises in order to stabilize and strengthen their financial position. But this system had not developed very much and the tendency on the part of private schools to raise school fees and to request more subsidies, is increasing.

(2) Evolution of junior colleges and private schools

The School Education Law was amended in 1949 as follows: "For the time being 2-or 3-year colleges may be permitted," and they were to be called junior colleges. Junior colleges were started as temporary institutions to provide opportunities for higher education to more people. Some developed from old-system technical colleges which were not able to become new-system universities, and some started in response with the social demand for short-term higher vocational schools and for higher education for women. They started in 1950, and most of them were private junior colleges at the beginning. In that year 132 private and 17 public junior colleges were founded. And also most of them were women's colleges.

The temporal system of junior colleges which were introduced on the basis of American junior college system, were changed to be permanent system in 1964, because there were great social demands for middle level manpowers especially in the field of technology in accordance with the economic growth in Japan. But still there are so many varieties of natures of junior colleges; one is vocational education oriented, another liberal education oriented, and another technical education oriented.

Today, about 90% of junior colleges are private, and so private sector are contributing to the broadened opportunities for short-term higher education in Japan.

4. PRIVATE UNIVERSITIES ADMINISTRATION

The legal basis for the present university system was settled with the enactment of the Fundamental Law of Education and the School Education Law, and the legal basis for the private university system was further developed with the enactment of the Private School Law. One of the characteristics of a private school system in Japan, as already mentioned, is the respect to the independence of a private school. The Private School Law greatly curtailed the supervisory powers of governmental authorities, in order to assure that the autonomy of private schools would be respected.

The powers of the Minister of Education over the private university are (1) the approval of the establishment and discontinuance of a university, a graduate school, a faculty of a university, a department of a junior college and the approval of changing the establishing body, (2) the order for closing a university if it violates regulations and laws, and (3) the power to require a university to present a report on researches and statistics. But in exercising these powers in important matters, the Minister of Education is required to consult the Private University Council, a body composed of those connected with private schools and other men of learning and experience.

The power of the Minister of Education over the school juridical person who is the establishing body of a private university are (1) the approval of the establishment, dissolution and affiliation of a school juridical person, (2) the order for dissolution of a school juridical person in the case of violation of regulations and laws, and (3) the order for suspension of the unjust profit enterprise.

Those who will establish a private university or a private junior college, that is, the school juridical persons who are set up according to the regulations of law for the purpose of establishing private schools, are required to make an application for the approval of establishment to the Minister of Education with the necessary application forms which

have to describe (1) purposes, (2) name, (3) location, (4) school regulations, (5) finance and means of maintenance, and (6) the timing of opening of the university which is to be established. School regulations must contain the necessary items such as the term of study, curriculum, number of teaching hours and days, methods of evaluation and certification of graduation, fixed number of students to be enrolled, organization of teaching personnel and the matters concerning entrance, withdrawal-from school, graduation, etc.

The Minister of Education, when an application for the establishment is made, asks the advices to the University Chartering Council and the Private University Council which are advisory councils, and he gives an approval for establishment of the university, considering the advices from these two councils. The University Chartering Council which consists of less than 95 members appointed by the Minister of Education, is to examine teaching subjects and courses provided, teaching organizations of a university, etc. The Council has to also examine whether a university which is to be establish should satisfy the minimum standards of school grounds, school buildings, research equipments, books, the attached facilities, etc. which are regulated by the law of "University Establishment Standards," through examining of application forms and of results of visitation survey, and has to report the results as advices to the Minister of Education.

The Private University Council is to study and examine the affairs regulated by Private School Law related to a private university and a school juridical person, and is to provide advices about the important matters concerning a private university to the Minister of Education. The Council is consisted of 20 members appointed by the Minister of Education among presidents and professors of private universities, chancellors of school juridical persons who establish private universities and among men of learning and experience.

As for provisions for welfare, in 1953 the Private School Mutual Benefits Society Law was passed inaugurating a comprehensive and obligatory mutual aid system. These were individual systems for health insurance, welfare annuity insurance, mutual benefit and pensions but only a part of the staff of private universities could belong to those programs. Since private universities had not enough fund individually to support these welfare programs of private university staff, there was a great demand to ask governmental efforts to establish and promote the welfare systems among private school teachers and staff. In the 1974 fiscal year, Ministry of Education appropriated 1513 million yen for assisting this mutual aid program. This amount of budget accounts for 0.08% of the total budget of Ministry of Education.

In the field of administration of private universities, many other problems should be discussed; for example the problem of financial aids, the quality of education, governmental control over private universities. Some of these problems will be treated in this paper, but other problems can not be discussed because of limited spaces.

Chapter Two: The Present State of Private Universities and Their Roles in National Education

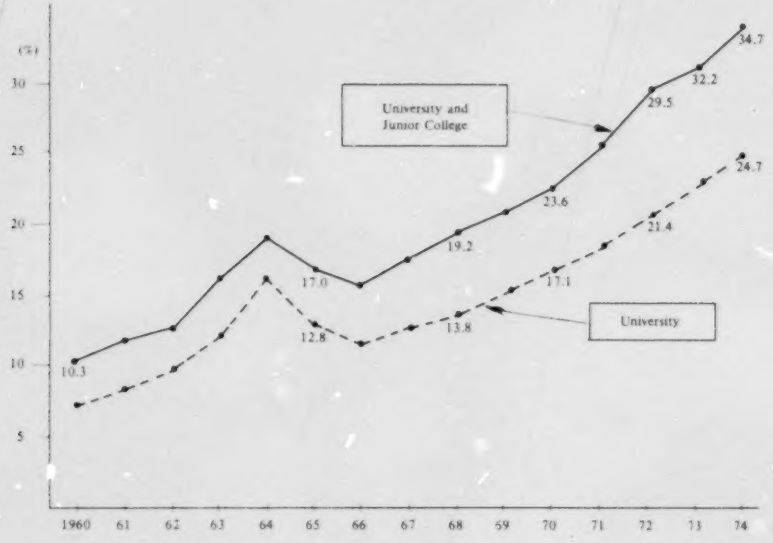
1. THE QUANTITATIVE DEVELOPMENTS OF PRIVATE INSTITUTIONS OF HIGHER EDUCATION

(1) Increase of the number of students and institutions

In 1935 before the World War II, it was only 3% of the same age population who could enter the institutions of higher education. Universities before the war were opened only for those of "elite-class." After the war, however, on the process of national and social democratization, the systems of higher education were reexamined and reformed, and the idea of the "New-system University" was introduced as we have mentioned in Chapter One. After the war, higher education became not for the elite-class but for "the people as general."

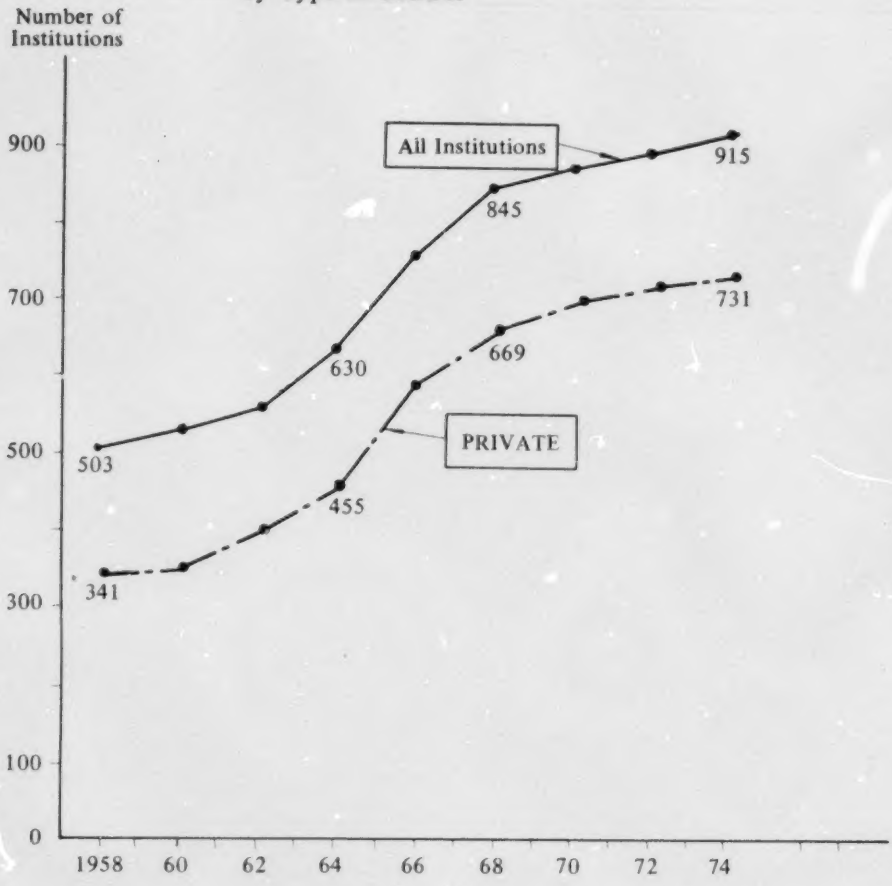
In 1964, when the period of rapid increase of the number of students began with the influence of the first so-called "baby-boom" after the war, 19.9% of the same age population entered universities and junior colleges. Since 1966, the number of "college-entrants" has steadily increased, and the ratio of "college-entrants" to the same age population reached 34.7% in 1974 (See Chart 1).

Chart 1 Trends of the Ratio of "College-Entrants" to the Same Age Population



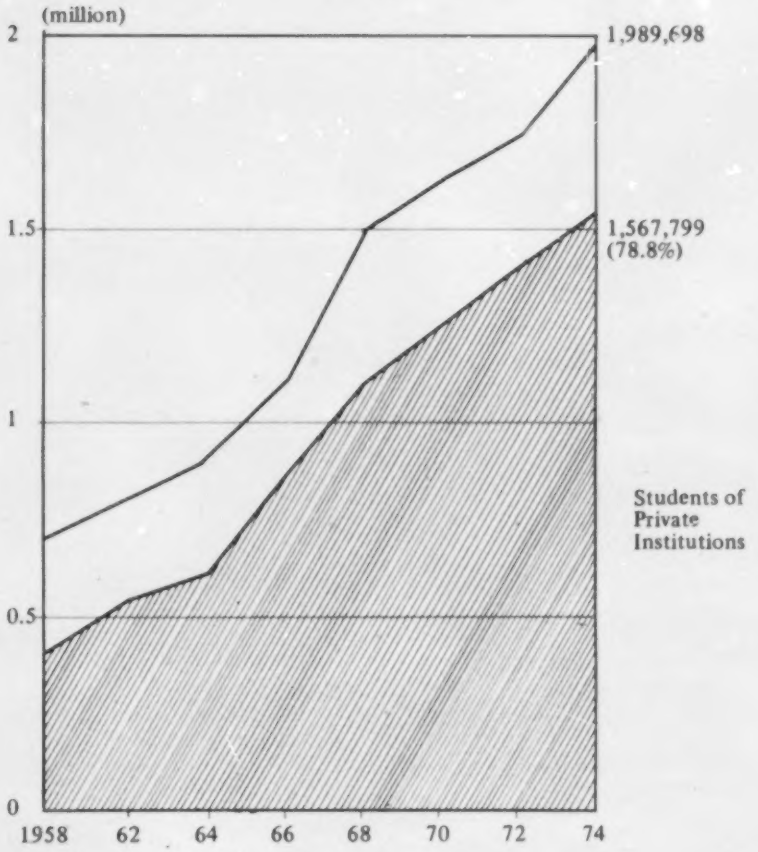
In correspondence with the increase of students who want to receive higher education, the demands and needs for the quantitative expansion of institutions of higher education have been raised and recognized. New institutions began to be established and the size of faculties and departments of the existing institutions has been also expanded so that the demands of the people could be met. However, there seems to be a uniqueness in meeting the needs and demands toward "more and higher" education among peoples in Japan. While the increase of the number of national and public (local) institutions of higher education is quite steady during the past ten years, the increase of private sector is very great and rapid (See Chart 2).

Chart 2: Trends in Number of Universities and Junior College by Type of Control



Private institutions of higher education has increased more than two times during the decade. As for the aspects of students, Chart 3 shows the trends in number of enrollments of universities and junior colleges since 1958 in Japan. The enrollments of private universities and junior colleges was about 400,000 in 1958, and it had almost trippled during these fifteen years. On the other hand the enrollments of national and public institutions increased only double during the same period.

Chart 3: Trends in Number of Students of Higher Education



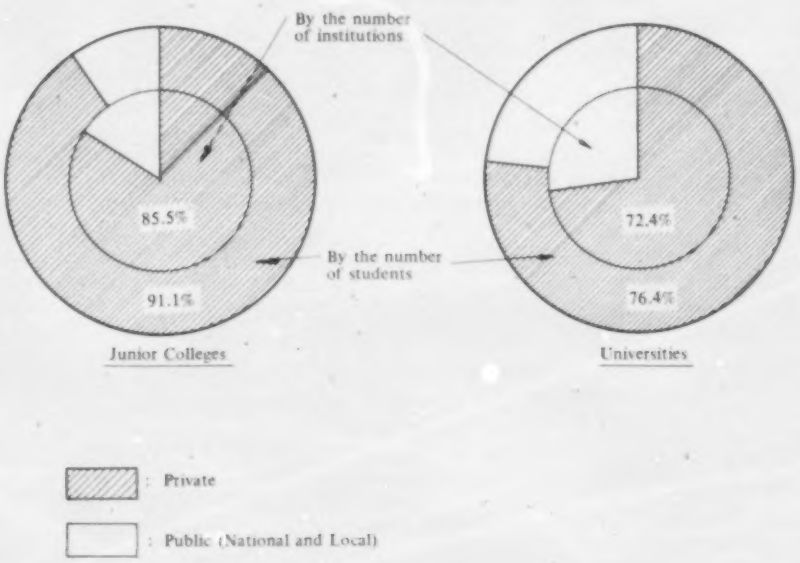
From these tendencies of the "improvements and expansion" of Japanese higher education, we can surely say that the quantitative expansion to meet the people's demands for higher education has almost been achieved through the enthusiasm and efforts of private "philantropists." The national and public sectors of higher education has met the people's demands only through the expansion of the size of faculties and departments. With these characteristics, the opportunities for "more and higher" education have been provided to the "mass-people" in Japan.

(2) The weight of private universities and colleges

Chart 4 shows the share of private institutions of higher education in terms of the number of students, of institutions, and that 72.4% of universities and 85.5% of junior colleges are private institutions of higher education. And also 76.4% of the university students are enrolled in private universities, and nine out of ten junior college students are studying at private colleges.

In terms of number of full-time teachers of higher education, about 87% of the teachers of junior colleges are teaching at private colleges, and about 47% of the teachers of universities are working at private universities. These figures proves that private sectors of higher education in Japan accounts for the greater gravidity of national higher education, while elementary and secondary education are provided largely through public schools (established by local education authorities). For examples, only 3% of lower secondary school pupils are studying at private schools.

Chart 4: The Weight of Private Colleges and Universities (1974)



(3) The role of "Man-Power" production of private universities

In general, private universities produce much more talents than national and public universities in terms of the number of graduates. But there seems to be several characteristics in the way of man-power production function of private universities; Almost nine out of ten talents in the fields of humanities and social sciences excluding teachers training, are produced from private enterprises, while only 68% of those in the fields of natural sciences including medical sciences are produced from private universities. This characteristic will be further proved in the following pages concerning the characteristics of private university education (See Chart 5).

Chart 5: Distribution of Students by the Fields of Study, 1972
(Universities)

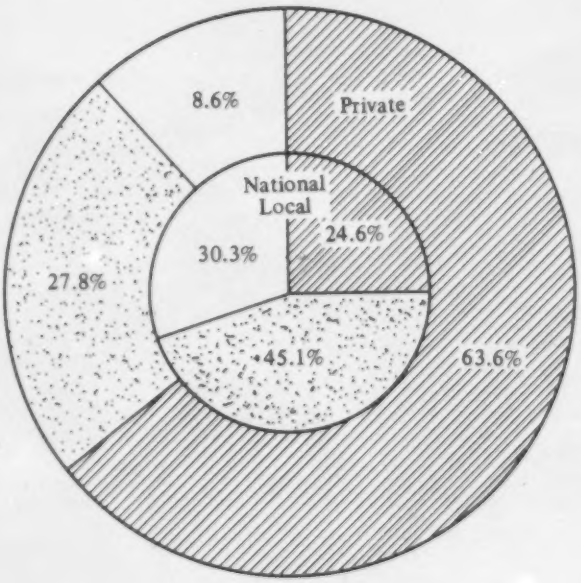


Table 2: Number of Schools, Students, and Teachers of the Private Sectors of Education, 1974

	Schools	(Private)	Students (000)	(Private)	Teachers (full-time)	(Private)
Kindergarten	12036	7343(61.0%)	2129	1617(75.9%)	79781	60562(75.9%)
Elementary Sch.	22712	163 (0.7)	9816	56 (0.6)	392793	2451 (0.6)
Lower Secondary Sch.	10580	565 (0.3)	4779	149 (3.1)	232084	6477 (0.8)
Upper Secondary Sch.	4408	1225(27.8)	4199	1290(30.7)	213304	49538(23.2)
Junior College	505	432(85.5)	330	300(91.1)	15169	13149(86.7)
University	410	299(72.9)	1659	1267(76.4)	86576	40196(46.4)
All Levels	50656	10027(19.8)	22915	4681(20.4)	1019707	132177(13.0)

i) Data of Kindergarten, Primary and Secondary Schools are as of 1973.

Table 3: The Weight of Private Colleges and Universities, 1974

	Junior Coll.	University	Higher Education
By the number of institutions	85.5%	72.9%	79.9%
By the number of students	91.1%	76.4%	78.8%
By the number of teachers (Full-time)	86.7%	46.4%	52.4%
By the number of administrative staff (Full-time)	86.5%	45.3%	–

Table 4: Number of Teachers by Full-time and Part-time (1971)

	Private			National and Public			Private, National and Public		
	Univ.	Junior Coll.	Total	Univ.	Junior Coll.	Total	Univ.	Junior Coll.	Total
Full-time teachers	35,572 (55.3%)	13,216 (46.3%)	48,788 (52.5%)	43,276 (74.0%)	1,694 (43.4%)	44,970 (72.1%)	78,848 (64.2%)	14,910 (45.9%)	93,758 (60.4%)
Part-time teachers	28,751	15,350	44,101	15,222	2,208	17,430	43,973	17,558	61,531
Total	64,323 (100.0%)	28,566 (100.0%)	92,889 (100.0%)	58,498 (100.0%)	3,902 (100.0%)	62,400 (100.0%)	122,821 (100.0%)	61,531 (100.0%)	155,289 (100.0%)

(4) The size of private institutions of higher education

Table 5 shows the number of institutions of higher education by the number of students per institution (size of institution) and by type of control. About 80% of national and public universities enrolls five hundreds ~ five thousands students per institution, and only six national universities have more than ten thousands students per institution. On the other hand, 20% of private universities are classified to the large size of institution which has more than five thousands students per institution, and 20% of those have less than five hundreds students per institution. The variation of the size of private universities is quite larger than that of national and public universities in Japan.

The number of students per institution is about four thousands at private universities, and about thirty-five hundreds at national and public universities. There seems to be no great difference between private and national sector in terms of the average number of students per institution in comparison with in the United States. In the United States, public universities are very large in size, and private are quite smaller.

2. EDUCATIONAL CONDITIONS OF PRIVATE INSTITUTIONS OF HIGHER EDUCATION

It must be developed the adequate indicators to evaluate the qualities and conditions of providing education at private insitutions of higher education. In this paper, some tentative indicators for measurements of education are provided and according to these indicators, some characteristics of private university education could be discussed.

The first indicator is concerning the aspect of higher education in terms of the teaching staff. We can assume that if we have more full-time teachers, we have the possibility to provide better education. Table 4 presents the number of full-time and part-time teachers of universities by establishing bodies. While 74% of the teachers of national and public universities are working with the full-time status of employment, only 55% are full-time teachers at private universities. As for the private junior colleges, more than a half of teachers are part-time. These figures proves, if our assumption is right, that the quality of education at private institutions of higher education seems to be lower than that of national institutions.

Then the second indicator may be the ratio of students to teachers. We can assume that if we have the lower ratio, the better chance would be given students to develop and promote their studies and researches. The average number of students per full-time teacher at private universities is 31.0, and is four times as large as that of national and public universities. The number of students per full-time and part-time teachers at private universities is 17.1 which is almost three times higher than that of national and public universities. These figures might justify that the educational opportunity of the private university students is smaller, at least in terms of the opportunity to have the individualized personal contacts with professors.

The third indicator may be the educational expenditure per student at private and public institutions of higher education. The more money expended for students, the better quality of education bought. In Japan, educational expenditure per student at private institutions of higher education is 1,121 dollars, and this amount of money is only one-third of that of national and public institutions. In the United States, Statistics shows that private institutions spend more money for education than public institutions. In Japan, however, private universities provide the "cheap" education with low qualities.

The fourth indicator may be concerning the "space" for students to learn, study, make experiments, or to enjoy extra-curricular activities. The wider space is given to students, the better opportunity for their activities is provided. National university has

Table 5: Number of Universities and Junior Colleges by the Number of Students per Institution and by Type of Control in Japan (1972)

(1) University

	Private		National and Public		Total	
		%		%		%
Less than 100	6	2.1	–	–	6	1.5
101–500	55	19.6	3	2.8	58	14.9
501–1,000	46	16.4	22	20.4	68	17.5
1,001–5,000	117	41.6	62	57.4	179	46.0
5,001–10,000	29	10.3	15	13.9	44	11.3
More than 10,001	28	10.0	6	5.5	34	8.8
Total	281	100.0	108	100.0	389	100.0

(2) Junior College

	Private		National and Public		Total	
		%		%		%
Less than 100	42	10.0	2	3.0	44	9.1
101–200	59	14.1	6	9.1	65	13.4
201–400	103	24.5	30	45.5	123	27.4
401–600	73	17.4	21	31.8	94	19.3
601–1,000	69	16.4	7	10.6	76	15.6
More than 1,001	74	17.6	–	–	74	15.2
Total	420	100.0	66	100.0	486	100.0

about 4,000 m^2 per student, and the buildings-square of 31 m^2 per student. On the other hand, private universities have very few space of land per student, and have only 8 m^2 of buildings-square per student, which is one fourth of national universities. This means that private universities students are forced to live and study within the very narrow space of activities. The density of students of national universities is 0.6 persons to 330 m^2, while that of private universities is 39.2 persons. This figures also mean that private university students are compelled to sit in the sixty-five times crowded classes than national university students. In general, classes of private universities are sat by more than two or three hundreds students, which is often analogized to "Mass-production" systems in industry. Mass higher education in Japan is criticized as "mass-productive education".

We need more indicators to conclude that the quality of education at private universities is quite lower than that of national universities; for examples, the indicators for the measurements of teaching qualities of professors, or the indicators which shows the research conditions of teachers. But these indicators are hardly developed to utilize for evaluating the quality of education. However, as far as four indicators show, the quality of education at private universities is poorer than that of national universities, even though private sector of higher education has met the demands of peoples' for more and higher education since the War. The quantitative expansions have not necessarily accompanied with the qualitative improvements of education at universities.

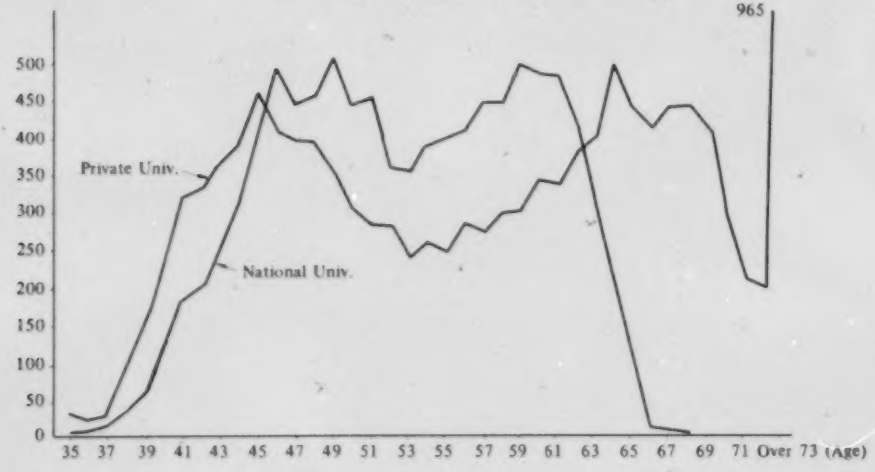
But, it must be mentioned here that the above conclusions about the educational conditions of private universities should be limited to the average state of all private institutions of higher education, and also should be further reexamined in another aspects of conditions of education. As OECD Examiners on Japanese education reported in Review of National Policies for Education–Japan (1971), "...a much larger pyramid of private universities, ..., includes some few universities of high prestige and quality ..." Some leading private universities such as Keio Univ., Waseda Univ., etc. are really providing unique education of high quality. Many private universities are making use of their own traditions and the autonomous status, so that they can easily innovate educational organizations, curricula, and other research organizations. In order to find the real state of private universities, it should have been analyzed what private universities have promoted in higher education just because they are "private" institutions.

3. SOME CHARACTERISTIC ASPECTS OF PRIVATE INSTITUTIONS OF HIGHER EDUCATION

There seems to be some characteristic problems of private universities and colleges in comparison with national universities. The first feature is that private universities privide more opportunities of higher education in the fields of humanities and social sciences than in the fields of natural sciences. Chart 5 shows the distribution of students by the fields of study in 1972 at private and national universities. Two-third of private university students are majoring in the humanities and social sciences, while one-fourth of national university students are majoring in the same fields. Private universities provide less opportunity to study in the fields of natural science and health. Private universities, as we will see later part of this article, have few resources enough to maintain the expensive research and education of natural sciences and medicines. They have to serve and survive in the chiep fields which do not require expensive equipments, laboratories, or facilities.

The second feature could be identified in aspects of teachers. Chart 6 shows the distribution of number of professors of private and national universities by age. This figure does not include the number of associate professors, lecturers, and assistants. There are two peaks of the distribution of national universities professors. One is around the age of 46-50, and the other is around the age of 57-61. But there are three peaks of the distribution of private universities professors. One is around the age of 44-46, which is similar to that of national universities professors.

Chart 6: Number of Professors by Age at National and Private Universities in 1971



Peaks of the distribution are around the age of 64-69, and the age of 73 and over. Private universities have more than 900 professors who are 73 years old and over, and among them about 200 professors are older than age of 79. This difference comes from the fact that national universities have the system of the "retire-age". For example, Tokyo University has settled the retire-age of 60, and Hiroshima University, 63 years old. But at private universities, there is no such a system of retirement. Most professors who retired national universities are employed by private universities. In 1972, 44 professors retired from Tokyo University, and out of them 22 professors found the second life of teaching at private universities, and only 6 professors had no job after retirement. Students of private universities are studying under the guidances of professors like their "grand-father", while the students of national universities are under professors like "fathers".

The third problem is on the problem of the conditions for professors and other teaching staff to promote education and research at universities. Chart 7 show the distribution of teachers by the teaching load per week in 1971 at private and national universities. One unit hour of teaching is fifty minutes. At national universities, one-fourth of all teachers has no teaching load in a week, while at private universities, only 15% of all private university teachers has no load. This difference comes from the fact that 74.5% of assistants of national universities do not teach and 55.1% of assistants of private universities are required to teach. At national universities, 11.6% of all teachers spend more than one-third of their working time per week into teaching. At private universities, 13.2% of all teachers spend one-third of their working time into teaching. In general, it is said that professors and associate professors of private universities are spending much more time in teaching than those of national universities. But as far as Chart shows, there are much more professors and associate professors who spend one-third of their working time per week at national universities than at private universities. The patterns of distribution of teachers by the teaching hours per week, however, do not differ so great between national and private universities.

The fourth feature is that private sector of higher education has expanded the educational opportunity for female students. In 1972, 82.9% of female students of universities and junior colleges are enrolled in private institutions of higher education, while 76.1% of male students are enrolled in private institutions. Higher educational opportunity for female students has been especially expanded through the expansion of junior colleges.

Chart 7-(1): Distribution of Teachers of Universities by the Teaching Load per Week, 1971

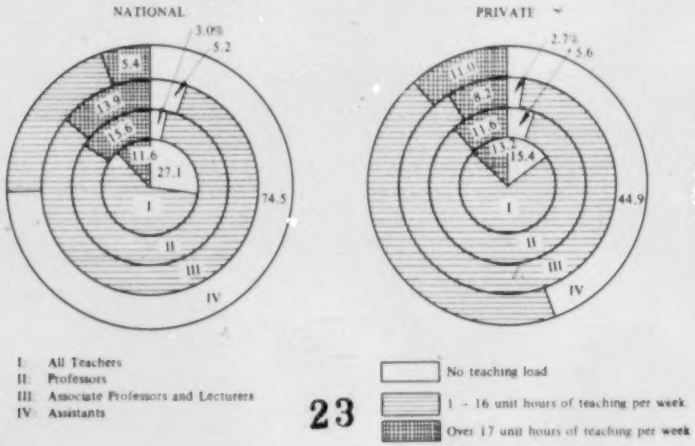
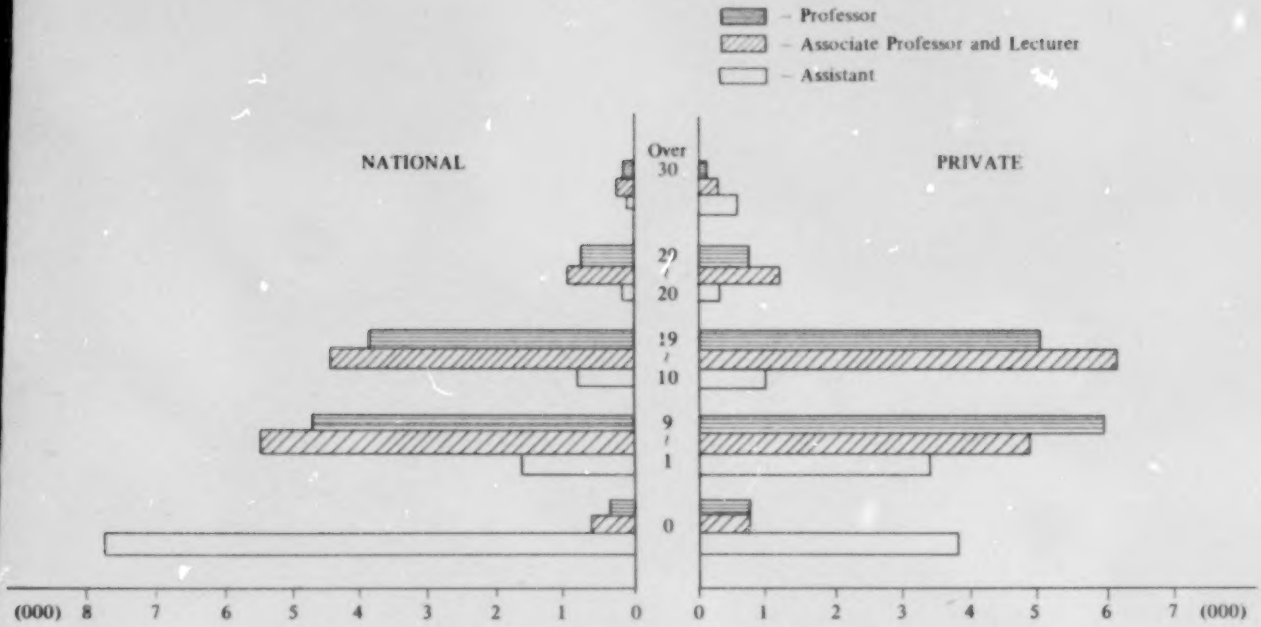


Chart 7-(2): Number of Teachers of Universities, by the Teaching Hours per Week, 1971



1) One Unit Hour of Teaching is 50 Minutes.

Table 6: The Number of Teachers of Universities by the Unit Hours of Teaching per Week, 1971

	NATIONAL				PRIVATE			
	I	II	III	IV	I	II	III	IV
0	8541	290	601	7650	5287	715	708	3864
1 - 9	11720	4693	5430	1597	13872	5985	4940	2947
10 - 19	9067	3820	4445	802	12196	5089	6123	984
20 - 29	1849	787	891	171	2086	719	1056	311
30 -	284	109	127	48	970	165	300	505
Total	31461	9699	11494	10268	34411	12673	25800	8611
Over 26	585	226	280	79	1390	310	497	585
Over 17	3658	1512	1594	522	4540	1465	2125	950
Over 13	6708	2826	3093	789	9421	3352	4756	1313

1) One Unit Hour of Teaching is 50 minutes.
2) Category I: All Teachers of Universities
II: Professors
III: Associate Professors and Lecturers
IV: Assistants

Chapter Three: The Finance of Private Universities

1. THE FINANCIAL RESOURCES OF PRIVATE UNIVERSITIES

National and public universities are supported most of their financial resources from national and local governments who are the establishing bodies. At national and public universities, the students burdened directly as tuition and fees only 1.9% of the total expenditures of national and public universities in 1971.

Table 7 presents the income and expenditure of private universities and private junior colleges in 1969 fiscal year in Japan. In contrast with the case of national universities, the students' tuition and fees amounted to 50.7% of the total income of private universities, and this is the main resource of finance at private universities in Japan. Next to this, the debts amounted to 21.2%, and auxiliary enterprises income amounted to 9.3%. The voluntary and private gifts and national government's subsidies shared a very few.

Private universities are, because of their weak sources of finance, facing with the financial crisis in the time of inflations and high cost of education. They depend much financial sources upon the students, and it is difficult for them to raise the tuition and fees in accordance with the increasing costs of salaries, equipments and others. As a result, they have to ask national government to support them and provide financial assistances to them. But here in Japan, governmental financial aids to private schools cause many problems to be considered, not only the rationales for promotion of aids, but also the methodologies of assistance which do not interfere the autonomy of private universities. And also at the side of private universities, they are required to have the accountability for spending public money.

Table 7: Income and expenditures of private institutions of higher education in 1969 fiscal year in Japan

(amount in thousands of dollars)

	Universities		Junior Colleges		Total	
INCOME						
A. General income	703,620	68.2	116,999	72.8	820,619	68.9
1. Student tuition and fees	522,834	50.7	101,919	54.8	624,753	51.3
2. Volunteer's gifts	65,578	6.4	7,814	4.2	73,392	6.0
3. National government's subsidies	28,988	2.8	5,213	2.8	34,201	2.8
4. Others	86,220	8.3	2,053	11.0	88,273	8.8
B. Enterprises	109,465	10.6	3,700	2.0	113,165	9.3
1. Auxiliary enterprises	95,426	9.3	795	0.4	96,221	7.9
2. Auxiliary enterprises enterprises	10,659	1.0	2,120	1.1	12,779	1.0
3. Profits enterprises	2,681	0.3	769	0.4	3,450	0.3
4. Others	699	0.1	16	0.1	715	0.1
C. Debts	218,825	21.2	46,874	25.2	265,699	21.8
Total	1,031,910	100.0	167,573	100.0	1,199,483	100.0
EXPENDITURES						
A. Current expenditures	506,146	51.7	89,392	49.6	595,538	51.3
1. Personnel expenses	343,354	35.0	67,494	37.4	410,848	35.4
2. Expenses for education and research	119,477	12.3	16,754	9.3	136,231	11.7
3. Others	43,315	4.4	5,144	2.8	48,459	4.2
B. Capital expenditures	243,225	24.8	43,816	24.3	287,041	24.7
C. Debt redemption	211,710	21.6	44,497	24.7	256,207	22.1
D. Others	18,672	1.9	2,683	8.6	21,355	1.9
Total	979,753	100.0	180,388	100.0	1,160,141	100.0

2. ASSETS OF PRIVATE INSTITUTIONS OF HIGHER EDUCATION

Table 8 shows the total amount of assets and the amount of assets per juridical person of private universities and junior colleges in 1969 fiscal year in Japan. The total amount of assets of private universities was 2,801 million dollars, of which "fixed assets" accounted for about 88%. The amount of assets per juridical person at private universities was about 10 million dollars.

According to the survey of the Private Universities Union of Japan in 1974, 68.6% of the total assets of private universities (69 universities) was "Tangible Fixed Assets" of which land and buildings accounted for 78.8%. "Intangible Fixed Assets" such as bonds, loans accounted 13.9%. "Current Assets" accounted 17.5% of total assets.

Table 8: Total amount of assets of private institutions of higher education in 1969 fiscal year in Japan

	Total amount of assets (in millions of dollars)						The amount of assets per juridical person (in thousands of dollars)		
	Univ.		Junior Coll.		Total		Univ.	Junior Coll.	Total
		%		%		%			
A. Fixed assets	2,801	87.7	669	91.9	3,470	88.5	10,336	2,656	12,992
1. Tangible fixed assets	2,651	83.0	659	90.4	3,310	84.4	9,783	2,613	12,396
2. Intangible fixed assets	9	0.3	2	0.2	11	0.3	33	7	40
3. Others	141	4.4	9	1.3	150	3.8	520	36	556
B. Current assets	392	12.3	59	8.1	451	11.5	1,447	235	1,682
Total	3,193	100.0	728	100.0	3,921	100.0	11,783	2,891	14,674

3. FINANCIAL CRISIS OF PRIVATE UNIVERSITIES

Table 9 shows the total amount of debts of private institutions of higher education, and the amount of debts per juridical person in 1969 fiscal year in Japan. The total amount of debts of private universities was 887 million dollars, of which "fixed liabilities" accounted for 61.0%. "Current liabilities" accounted for 39.0% in total debts. The amount of debts per juridical person of private university was about three million dollars.

Table 9: Total amount of debts of private institutions of higher education in 1969 fiscal year in Japan

	Total amount of debts (in millions of dollars)						Amount of debts per institution (in thousands of dollars)		
	Universities		Junior Colleges		Total		Universities	Junior Colleges	Total
		%		%		%			
A. Current liabilities	346	39.0	57	30.6	403	37.6	1,276	227	1,506
B. Fixed liabilities	541	61.0	130	69.4	671	62.4	1,996	517	2,513
1. Long-term debts from banks	178	20.0	38	20.3	216	20.1	656	151	807
2. Debts from Private School Promotion Association	243	27.4	62	33.1	305	28.4	897	246	1,143
3. School bonds	48	5.4	9	4.6	57	5.3	178	34	212
4. Others	72	6.2	21	11.4	93	8.6	265	85	350
Total	887	100.0	187	100.0	1,074	100.0	3,275	744	4,019

Table 10 shows the ratio of debts to the assets of private institutions of higher education. 27.8% of the total assets of private universities was the debts. Many private universities are maintained by running into debts in some way or another in Japan.

According to the survey of the Private Universities Union of Japan, at least 69 private universities, which were surveyed, had financial difficulties; they reported the deficit in 1973 fiscal reports, the amount of which was in total 32.6 million dollars.

The reasons for these financial difficulties which many private universities are facing with, are found in the structure of income sources of private universities. While personnel expenses has quite rapidly increased, and other expenses, especially expenses for research and education have also increased, university incomes have not increased to meet the necessary expenses. As indicated above, private universities have to depend their income source largely upon the students' tuition and fees, but these fees could not be easily raised because of the strong pressures from students and parents. According to the above survey, students' tuition and fees income increased only by 11.6% between 1972 and 1973. On the other hand, personnel expenses increased more than 25%, and expenses for research and education increased about 18% during the same period.

In order to maintain sound financial position, private universities had to increase the amount of income through raising the students' tuition and fees, otherwise, they had to cut down the expenditures for education which in turn brought about the low quality of education. In fact, they could not raise the tuition and fees and at the same time they could not cut down the expenditures for education. The only way they could take was to increase the debts. This must be the process that many private universities have been the deficit-managements in Japan. This becomes the great pressure to ask the national government to aid private universities as playing great roles in national higher education.

Table 10: The ratio of debts to assets of private institutions in Japan

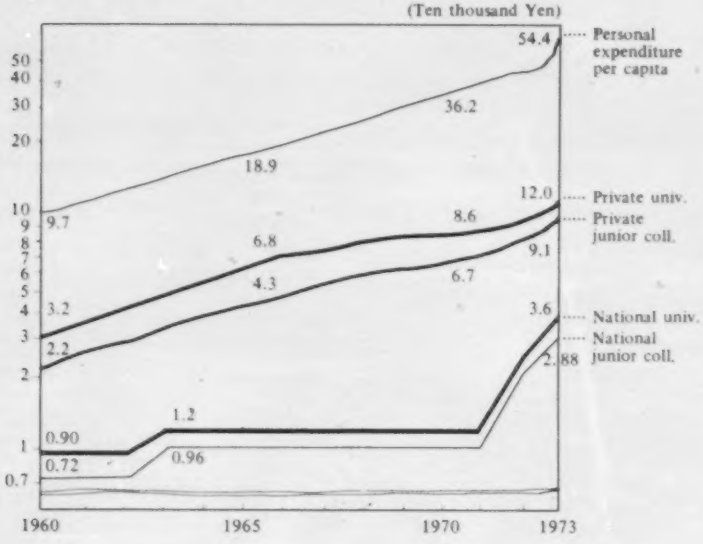
(amounts of debts and assets in millions of dollars)

	(1) Total amount of debts	(2) Total amount of assets	(3) Debts Ratio [(1)/(2)x100]
Universities	887	2,801	27.8%
Junior Colleges	187	669	25.7
Total	1,074	3,470	27.4

4. FINANCIAL BURDEN OF STUDENTS

Chart 8 presents the trend of students tuition and fees of universities and junior colleges in Japan. The students tuition and fees were raised two times at private universities, and has trippled at private junior colleges during the past ten years. The admission fee for the new entrants of private universities also increased from 84 dollars in 1963 to 187 dollars in 1973. The comparison of the tuition fees of private universities with that of national universities in 1973 proves that there existed the great difference of financial burden between national and private universities students. Private universities students had to pay the tuition and fees more than four times of national universities students. As for the admission fee, private universities students burdened about fourteen times as much as national universities students. But as Chart 8 shows, these great differences of tuition and fees between national and private universities has been smaller through raising tuition and fees of national universities. The tuition of national universities was raised in 1971, 1972, 1973 and in 1975. Through these efforts, the gap of financial burden of students has slightly been narrowed. However, this policy of raising the tuition and fees of national universities for the purpose of narrowing the gap of burdens does not necessarily solve the financial problems of private institutions of higher education, and does not necessarily weaken the necessity for the national government to provide financial aids to private universities. This policy is initiated only by the idea of the equality of burdens of students. The parents of private university students pay the direct cost of education for their own sons and daughters, and at the same time pay taxes which are the indirect cost of education for public university students who burden smaller direct education costs. The problem is thus the structure of the double burden of costs. In this sense, too, the concept of equality of burden should be improved.

Chart 8: Trends of Tuition and Fees; 1960 – 1973



Extracted from K. Kitamura and Other, "Graphic Presentation of Japanese Higher Education," Carrier Guidance, April, 1975.

Chapter Four: National Government's Aid to Private Universities

The Private School Law made public aid to private schools legal, although Japanese Constitution prohibits to use public money or other property "for the benefit or maintenance of any religious institution or association, or for any charitable, educational or benevolent enterprises not under the control of public authority". (Article 89) Today, even private schools are under the control of public authority and has played great roles in education of nation. And also many private schools have been suffering from financial problems. Accordingly a law on the Private School Promotion Association was passed in 1952 based upon the above interpretations of the Article 89. The Association which was entirely financed by the government started the financial aid program to private schools. In 1953, the national government's aid to private universities was 30 million yen. Since then, the amount of aids has quite rapidly increased. The item of aid was aid for improvements of research facilities of private universities.

Until the establishment of the Japan Private School Promotion Foundation, the type of governmental aids to private universities was specific grants for specific purposes such as improvement of facilities, or teaching equipments of sciences, etc. But in 1970, the Foundation which is a quasi-governmental corporation was established and the "Subsidies for Current Expenses of Private Universities and Other Colleges" was started.

The main functions of the Private School Promotion Association were making long-term loans to private educational institutions to help them meet financial difficulties, making grants to these institutions to help them improve the quality of their educational activities, and making loans and grants to various services for in-service-training and welfare of teaching and other personnel working at private institutions. But in viewing the growing roles of private institutions of education in Japan, there were great demands for setting up a more powerful corporation so as to administer more efficiently and more effectively various programs for financial assistance to private institutions of education. These demands lead to the establishment of the Private School Promotion Foundation in 1970. This Foundation took over all the functions of the Association.

The objectives of the Foundation are defined in the Law of Establishing the Private School Promotion Foundation: "It is the aim of the Foundation to contribute both to the improvement of private educational institutions and to the solution of financial difficulties of these institutions through administering extensively and efficiently different services, including the provision of grants and loans, for assisting educational activities at private educational institutions." (Article 1) All financial aids of the national government shall be done through this Foundation. In the following, the activities and types of aids to private institutions of higher education are described.

1. NATIONAL SUBSIDIES TO PRIVATE INSTITUTIONS OF HIGHER EDUCATION (See Appendix A)

Table 11: National government's subsidies programs to private institutions of higher education in Japan

(As of 1973)

Programs	Budgets (1973)	Purposes to subsidize	Ratio of aid	Remarks
	thousand dollars			
"Subsidies for Current Expenses of Private Universities and Other Colleges"	120,306	to subsidize for a part of current expenses of private institutions of higher education		Subsidies are distributed through Japan Private Promotion Foundation
Subsidies for Expenses for Improvements of Educational Facilities at Newly Established Science Related Departments of Private Institutions of Higher Education	1,466	to subsidize for a part of expenses necessary to improve facilities and equipments for students practices and experiemnts, at new established science and technology, medicine, and pharmacy departments	1/2 or 2/3	Subsidized directly by Ministry of Education
Subsidies for the Improvements of Research Facilities at Private Universities	6,705	to subsidize for the improvements of research facilities at private universities	2/3	See above

"The Subsidies for Current Expenses of Private Universities and other Colleges" was granted since 1968, in order to help improve educational and research conditions to promote the qualities of education provided, and at the same time in order to contribute to the rationalization of managements and administration of private institutions of higher education. Since 1972, these subsidies were to be distributed through the Japan Private School Promotion Foundation.

Subsidies are distributed according to the following standards by type of institutions of higher education;

(1) Subsidies are principally granted on the base of the total amount of money which is calculated with the formula of "the number of full-time teachers" x "the unit cost of aid," but the amount of subsidies are usually adjusted through the following two adjustments:

The elements of the first adjustments:

	(weight to consider)
a. the ratio of the fixed number of students and the real number of students	30%
b. the number of students per full-time teacher	30
c. the percentage of educational and research expenses to student tuition and fees income	15
d. the real expenditures expanded for purchasing equipments and book for education and research per student	15
e. financial conditions	15
	100

(Note: as for the item a, if the ratio is more than three times, special demerit mark is given in calculation.)

The second adjustment

In addition to the first adjustment, some necessary adjustments are given considering the conditions of managements and administration, the financial conditions, and other educational and research conditions.

(2) Disqualification

Since 1972, national subsidies are provided for the expenses of salaries of universities and junior colleges. The distribution of the subsidies are treated as the distribution standards for the case of full-time teachers.
business affairs (1% of all juridical persons).

And also, subsidies are not granted to faculties and departments which have not yet any graduates.

(3) Full-time non-academic staff

Since 1972, national subsidies are provided for the expenses of salaries of non-academic staff of universities and junior colleges. The distribution of the subsidies are treated as the distribution standards for the case of full-time teachers.

The "Subsidies for Expenses for Improvements of Educational Facilities and Equipments at Newly Established Faculties of Science and Technology, and Others of Private Institutions of Higher Education" is consisted of two kinds of subsidies: One is the subsidies for the facilities and equipments for student's practices and experiments at faculties of science and technology including medicine, pharmacy, dentistry, agriculture,

etc. The other is the subsidies for the purchasing expenses of general books for students not only in science but also in humanities which started in 1967. The former is also consisted of one for faculties of science, technology, medicine, agriculture etc., (the subsidizing ratio is 50%), and the other for new established faculties of science and technology (the subsidizing ratio is two-third).

The "Subsidies for the Improvements of Research Facilities and Equipments of Private Universities" is to subsidize for less than two-third of expenses for purchasing machines, equipments, books and other facilities and equipments which are necessarily required for the scientific basic researches at private universities (excluding private junior colleges). This was started in accordance with the enactment of the "Law concerning National Aids to Research Facilities and Equipments of Private Universities" in 1957.

2. THE SUBSIDIES FOR PRIVATE SCHOOL MUTUAL BENEFITS SOCIETY

The Private School Mutual Benefits Society which was established by the enactment of the "Private School Mutual Benefits Society Law" (1953) aims at conducting the mutual aid business of private school personnel and promoting the welfare of personnel to promote private school education. The society is conducting the business of (1) short-term benefits (insurance benefits, casuality benefits, etc.) (2) long-term benefits (retirement benefits, survivor's benefits, etc.) and (3) welfare enterprises.

National Government subsidize for a part of expenses for long-term benefits, and for a part of administrative expenses for conducting these enterprises. Table 17 presents the amount of subsidies during the past five years.

Table 12. Trends in the Amount of Subsidies for Private School Mutual Benefits Society from 1969 to 1973

(Amount in thousand of dollars)

	1969	1970	1971	1972	1973
A. Subsidies for expenses for long-term benefits	1,125	1,366	1,741	2,780	3,334
B. Subsidies for administrative expenses for conducting enterprises	171	210	219	289	356
TOTAL	1,296	1,576	1,960	3,069	3,690

3. THE PRIVATE SCHOOL PROMOTION AND AIDS LAW (1975)

On July 3, 1975, the epoch-making law on private schools aids by ogvernments passed at the National Diet. By this law, national government is obliged to have the duty to provide subsidies for the promotion of private schools. According to the "Reasons to submit the plan of the Private School Promotion and Aids", it is emphasized that it is necessary to improve the present system of budget-appropriation to establish the national consensus on the basic principles of subsidizing private schools which are now facing with the financial great difficulties and to give an assistance for private schools to make efforts for health managements under the legal guarantees on national financial assistances." The group of Diet members who submitted this plan of Law recognized how much difficulties private schools are confronting with, and how much roles they have played in education of people.

The Law consists of fifteen articles; at Article 1, the aim of the Law is described in the following: "This Law is aiming at contributing for maintaining and improving the educational conditions of private schools, and for improvements of sound managements of private schools and healthy developments of them, as well as for reducing the economic burdens of pupiles, students or children who are enrolled at private schools."

The duty of national government to subsidize private schools is regulated in Article 4: "national government is able to subsidize the amount of less than half of the current costs of education and research to the school juridical persons who establish a university or a technical college." But the amount of subsidies, the scope and the method of measurement of subsidies are to be regulated by the governments' order. Another subsidies to the local governemnts are regulated in Article 9: "national government is able to aid according to the government's order, the part of the subsidies of the local governments in the case that they provide subsidies for the current costs of education to the school juridical persons who establish an elementary school, a lower secondary school, an upper secondary school, the school for the Blind, the school for the Deaf, the school for the physically and mentally handicapped children or a kindergarden." This means that national government can provide, for example, a half of the amount of subsidies which local governments provide to the school juridical persons to the extent of less than half of the total amount of education costs; that is, national government aids one-fourth of the total amount of education costs of private schools. These current-fund subsidies could be provided through the Private School Promotion Foundation (Article 11).

The amount of subsidies to private universities or private technical colleges could be reduced in the case that they can not prove the healthy managements and the maintenance of the quality of education; that is, if they enroll students much more than the fixed number of students regulated by the school regulation, or if they violates the regulation and laws, or if they do not maintain the adequate conditions of education or the adequate managements, national government could reduce or cut back the subsidies to them (Article 5).

At the process of debating at the Diet, the original plan of the Law was modified in some of important aspects of the regulations. In the original plan, it is regulated that national government "shall subsidize a half of the total amount of current costs of education and research," but this regulation was modified as follows: "national government is able to subsidize the amount of less than half of the total amount of current costs — ." Because of the law economic growth and of the shortage of national revenues, the finance authorities showed a strong negative attitude to the Law. They said that national government can not afford the amount of subsidies of the original plan of the Law. The financial difficulties of national government gave the strong pressures to include the following regulation: "Minister of Education shall not provide any approval of new establishments of private universities, or of faulties and departments of the existing private universities until March 31, 1981, except in the case that he find the necessity of new establishments based on the advices from University Chartering Council and the Private University Council."

The outline of the Law is provided in the above, and the significance of the Law can be identified. It is true and significant that national government is obliged to provide the subsidies for the current costs of education and research, and that private schools are identified and recognized their great roles and the nature of institution as public education. The original plan was modified but the fundamental idea was approved by people. This Law is expected to help the solution of financial difficulties of private universities.

Note: The tables and the charts are made based on the data provided by the Ministry of Education if there is no specific indication.

Appendix A: Subsidies for Private Universities

1. "SUBSIDIES FOR THE CURRENT EXPENSES" IN 1972

	Amount in thousands of dollars
Full-time teachers	81,772
A. Universities	69,630
1. Fields of Medicine and Dentistry	(16,644)
2. Fields of Science and Technology	(25,050)
3. Others	(27,936)
B. Junior Colleges	11,475
1. Fields of Science and Technology	(1,914)
2. Others	(9,561)
C. Technical Colleges	667
Full-time business personnel	1,561
TOTAL	83,333

2. THE AVERAGE AMOUNT OF SUBSIDIES PER INSTITUTION IN 1972, BY TYPE OF INSTITUTION OF HIGHER EDUCATION

	University	Junior College	Technical College	Total
Average amount in thousands of dollars	278	31	92	131

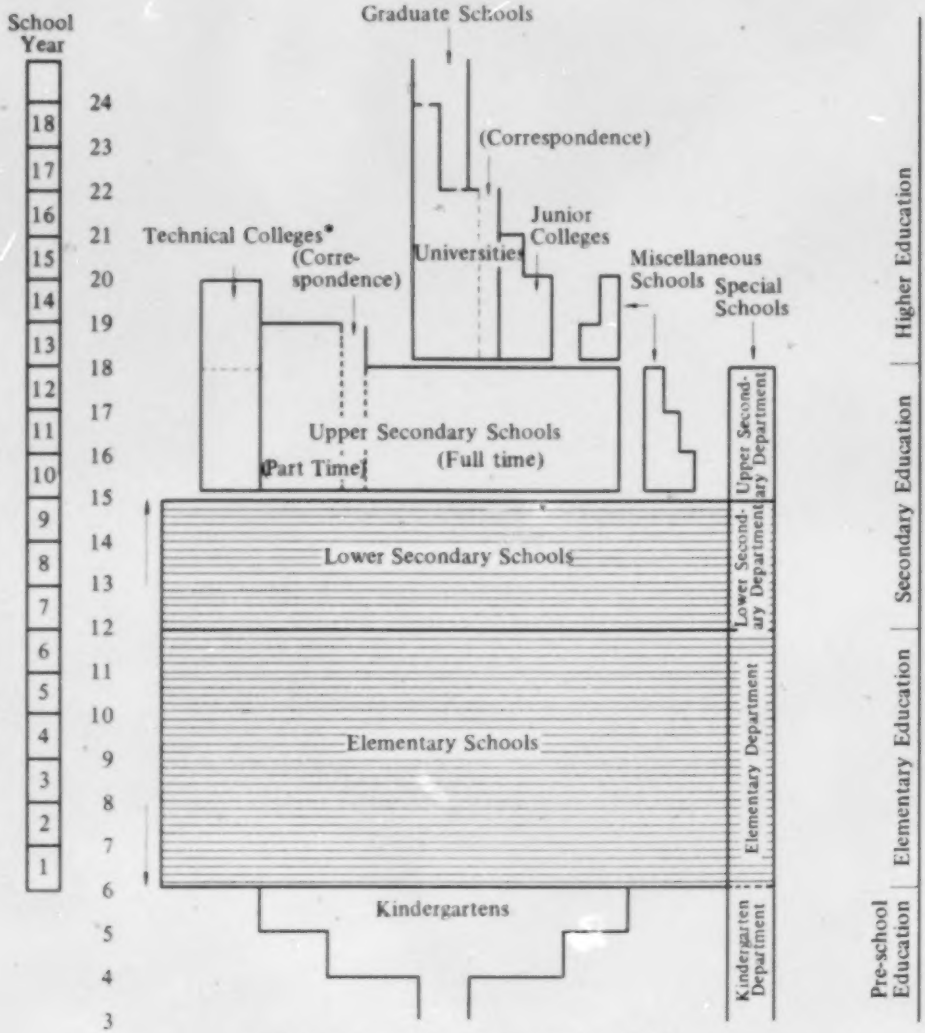
3. THE AVERAGE AMOUNT OF SUBSIDIES PER TEACHER IN 1972, BY TYPE OF INSTITUTION OF HIGHER EDUCATION

Amount (in dollars)

	University	Junior College	Technical College
Full-time teachers			
A. Fields of Medicine and Dentistry			
◦ Master's course, Chair system, Experimental type	3,078	–	–
◦ Department system, Experimental type	2,850	–	–
◦ Department system, Nonexperimental type	2,592	–	–
B. Fields of Science and Technology			
◦ Master's course, Chair system Experimental type	2,961	–	–
◦ Master's course, Chair system, Nonexperimental type	2,539		
◦ Department system, Experimental type	2,733	1,775	1,822
◦ Department system, Nonexperimental type	2,475	1,644	1,692
C. Other fields			
◦ Master's course, Chair system, Experimental type	2,353	–	–
◦ Master's course, Chair system, Nonexperimental type	1,931	–	–
◦ Department system, Experimental type	2,125	1,353	–

Appendix B: School System in Japan

The Present Organization of the School System in Japan
(from 1952)



* Technical Colleges wre introduced in 1962.

Note: In Japan, "schools" include a kindergarten, elementary, lower secondary and upper secondary schools, a technical college and a university, and the schools for special education. (School Education Law, Article 2)

Appendix C: The Private Universities Union of Japan and its Members

The Union, established in July of 1951, is a corporated juridical person who includes almost all influential private universities in Japan as its members. The union is maintaining authority and freedom of the privately supported universities, is working for promotion and improvement of them, and is contributing to the development of arts, sciences and culture of Japan.

The Union is determined hereafter to do more active international exchange of culture, aiming at attaining the proper mission of the university.

I. Main activities and programmes the Union:

1. To study the state of education and research at the membership universities in order to contribute to the qualitative improvements of the universities.
2. Activities to promote the enlargement and improvement of national government's subsidies to private universities.
3. Activities to keep investigation on the national government policies toward private universities so that initiative and spontaneous activities of private universities can not be interfered.
4. To collect and provide the materials and data concerning educational and research and organizations, university administration and management, etc. to the membership of the Union.
5. To provide the opportunities for in-service training of academic and non-academic staff of the membership universities in order to improve their qualities and capacities.
6. To hold various meetings for exchanging information among the membership universities.
7. To issue the organ "the Daigaku Jiho".

II. Organization

President:	Takashi Oizumi (Professor emeritus of Sophia University)
Vice President:	Kinjiro Ohki (Chancellor of Aoyama Gakuin University and Chairman of the Board of Trustees of the Institution)

○ Members of Executive Board:

Tadaji Sakita	(Vice-President, Chuo University) for Union's finance and Seminars
Yoshinori Matsuyama	(President, Doshisha University) for Committee on Statistics and Committee on Overseas Higher Education
Hiroshi Kuno	(President, Keio University) for Committee on S.P.S., Committee on Student Placement and Council of University Presidents
Tadao Hisai	(Chairman of Board of Trustees, Kansai University) for Council of Chairman of Board of Trustees and Council of Trustees for Finances

Sukenaga Murai	(President, Waseda University) for Committee on University Problems
Goroku Kato	(Chairman of Board of Trustees, Meiji University) for Committee on Public Relations
Masaru Suzuki	(President, Nihon University) for Council of Secretary Generals
Kazushige Higuchi	(President, The Jikei University School of Medical) for Committee on Security from Radioactive Rays
Katsuo Soma	(President, Senshu University) for Committee on Finance
Kikumatsu Itahashi	(President, Osaka Gakuin University) for Kansai Branch

○ Standing Committees are as follows:

Committee on Policies for National Subsidies
Committee on University Problems
Committee on Student Personnel Services
Committee on Public Relations
Committee on Finances
Committee on Statisties
Committee on Overseas Higher Education
Committee on Student Placement
Council of Trustees for Finance
Council of Secretary Generals
Council of University Presidents

× × ×

○ Secretary General Akio Ishida

× × ×

○ Address of Secretariat: Shigaku Kaikan Bldg.,
Kudan Kita 4-chome,
Chiyoda-ku, Tokyo, Japan
(Tel. 261-9921)

× × ×

○ Kansai Branch: Osaka Gakuin University
Minami, 28, City of Suita
Osaka, Japan

1974

	Student				Academic Staff							
	Under Graduate			Graduate	Full Time						Part Time	Non-academic staff
	Full Time	Part Time	Total		President	Vice-President	Professor	Associate Professor	Assistant Professor	Lecturer		
Aichi Univ.	7,305	3,249	10,554	107	1	–	58	38	35	1	232	173
Aoyama Gakuin Univ.	13,604	3,855	17,459	315	1	–	172	76	65	32	614	368
Asia Univ.	7,890	–	7,890	52	1	–	66	26	19	8	147	152
Atomi Gakuen Women's Univ.	2,127	–	2,127	–	1	–	26	14	7	–	74	90
Baika Women's College	933	–	933	–	1	–	13	11	2	3	54	37
Chuo Univ.	24,145	12,768	36,913	444	1	–	299	110	69	39	773	629
Dokkyo Univ.	8,291	–	8,291	–	1	–	76	67	51	–	135	159
Doshisha Univ.	19,583	648	20,231	404	1	–	230	94	36	14	473	428
Doshisha Women's College	3,021	–	3,021	35	1	–	36	21	14	5	108	79
Hiroshima Jogakuin College	894	–	894	–	1	–	13	10	8	–	19	21
Hiroshima Shudo Univ.	3,536	–	3,536	37	1	–	41	22	11	–	55	65
Hosei Univ.	22,822	6,311	29,133	373	1	–	278	77	19	48	839	461
International Christian Univ.	1,361	–	1,361	150	1	1	41	42	7	30	103	162
Iwate Medical Univ.	1,205	–	1,205	167	1	1	47	38	57	192	118	899
Japan Women's Univ.	4,695	–	4,695	83	1	–	57	50	26	57	265	189
Jissen Women's Univ.	2,363	–	2,363	35	1	–	41	16	8	36	97	68
Josai Univ.	4,431	–	4,431	–	1	–	56	28	28	32	57	72
Juntendo Univ.	1,066	–	1,066	24	1	–	58	48	96	284	182	1,627
Kansai Univ.	20,644	3,739	24,383	484	1	–	235	98	54	82	551	412
Kansai Medical School	703	–	703	33	1	–	37	32	36	191	75	1,264
Kanto Gakuin Univ.	7,356	1,674	9,030	72	1	2	99	55	29	1	259	248
Keio Univ.	24,435	–	24,435	1,226	1	–	346	231	156	399	724	2,006
Kobe College	1,622	–	1,622	13	1	–	37	23	9	16	114	81
Kogakukan Univ.	920	–	920	–	1	–	24	3	4	3	36	41
Kokugakuin Univ.	9,789	3,225	13,014	190	1	–	104	58	27	16	442	221
Komazawa Univ.	13,335	2,667	16,002	605	1	2	119	69	55	12	266	280
Kovama Univ.	466	–	466	27	1	–	24	5	19	3	41	33
Kurume Univ.	3,314	–	3,314	43	1	–	49	46	93	186	175	1,096
Kwansei Gakuin Univ.	14,237	–	14,237	501	1	–	187	55	20	4	324	265
Kyoritsu Women's Univ.	3,021	–	3,021	11	1	–	48	17	21	54	152	78
Kyoto Sangyo Univ.	13,236	–	13,236	45	1	1	143	87	59	5	129	242
Meiji Univ.	26,151	6,052	32,203	743	1	–	308	96	58	73	684	638
Meiji Gakuin Univ.	8,423	4,265	12,688	95	1	–	91	44	16	4	293	178
Miyagi College for Women	1,567	–	1,567	–	1	–	19	17	12	3	122	70

	Student				Academic Staff							
	Under Graduate			Graduate	Full Time						Part Time	Non-academic staff
	Full Time	Part Time	Total		President	Vice-President	Professor	Associate Professor	Assistant Professor	Lecturer		
Momoyama Gakuin Univ.	5,782	–	5,782	–	1	–	33	22	13	1	61	97
Musashino Art Univ.	2,157	–	2,157	66	1	–	37	21	15	27	132	60
Nagoya Gakuin Univ.	2,604	–	2,604	–	1	–	39	8	14	1	36	56
Nanzan Univ.	4,598	–	4,598	71	1	–	67	36	30	15	154	111
Nihon Univ.	79,301	8,660	87,961	335	1	–	619	338	431	764	1,756	3,535
Osaka Gakuin Univ.	3,911	–	3,911	136	1	–	61	14	30	3	34	60
Osaka Medical College	585	–	585	16	1	–	25	28	43	166	94	753
Otani Univ.	1,917	–	1,917	337	1	–	25	14	16	11	120	62
Rikkyo Univ. (St. Poul's Univ.)	12,411	–	12,411	411	1	–	187	90	40	22	383	273
Rishho Univ.	13,105	1,592	14,697	241	1	–	89	55	28	11	270	225
Ritsumeikan Univ.	17,389	5,517	22,906	166	1	–	171	115	–	28	489	288
Ryukoku Univ.	11,103	–	11,103	272	1	–	115	50	16	1	328	154
Seinan Gakuin Univ.	7,679	–	7,679	23	1	–	81	37	16	–	155	155
Seisen Women's College	1,119	–	1,119	–	1	–	18	12	11	1	63	41
Seiwa College	345	–	345	15	1	–	10	7	5	2	27	15
Senshu Univ.	17,256	1,439	18,695	69	1	–	173	67	14	4	153	288
Shibaura Institute of Technology	6,002	1,383	7,385	26	1	–	75	59	70	65	175	197
Shirayuri Women's College	1,378	–	1,378	–	1	–	14	15	4	–	52	17
Sonoda Gakuen Women's Univ.	201	–	201	–	1	–	14	3	6	1	26	8
Sophia Univ.	8,641	–	8,641	517	1	2	202	81	68	71	224	337
Taisho Univ.	2,126	–	2,126	186	1	–	35	20	13	17	94	50
Takushoku Univ.	8,143	–	8,143	134	1	–	52	16	22	6	115	191
Tenri Unit.	2,318	–	2,318	–	1	–	55	52	52	14	108	201
The Jikei University School of Medical	755	–	755	72	1	–	55	46	93	416	133	1,456
The University of Transportation Economics	1,363	–	1,363	–	1	–	21	17	1	–	29	49
Toho Univ.	2,222	–	2,222	12	1	–	63	51	46	246	96	1,040
Tohoku Gakuin Univ.	9,839	1,839	11,678	48	1	–	126	66	28	15	158	227
Tokyo Dental College	1,003	–	1,003	79	1	1	51	26	55	105	205	378
Tokyo Medical College	882	–	882	229	1	–	40	40	97	279	95	1,155
Tokyo Women's Univ.	2,394	–	2,394	36	1	–	50	17	7	27	190	98
Tokyo Women's Medical College	620	–	620	26	1	–	71	51	63	371	108	2,380
Tsuda College	2,511	–	2,511	71	1	–	36	26	11	9	85	66
University of the Sacred Heart	1,590	–	1,590	54	1	–	21	17	14	–	157	92
Waseda Univ.	36,103	5,446	41,549	2,750	1	–	650	161	72	48	1,097	1,149
Hyogo Medicine of College	396	–	396	–	1	2	44	32	27	101	21	894